DOCUMENT RESUME

ED 103 746 CG 009 616

AUTHOR Erney, Tom
TITLE Drugs, Youth, and The Group Rap: An Overview of the Drug Situation in Our Schools and Suggestions for Local Educators.
PUB DATE 72
NOTE 35p.

EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS *Counseling Programs; *Drug Abuse; Generation Gap; Program Descriptions; Pupil Personnel Services; Secondary Education; *Social Problems; *Values; *Youth Problems
IDENTIFIERS *Values Clarification

ABSTRACT

This paper was written to assist counselors in their individual and group counseling with drug-abusing youth. The author offers some personal thoughts concerning youth and drugs. He then presents an overview of the varied and conflicting observations and opinions of people in general and students in particular in regard to the secondary school drug scene. The report offers suggestions about what can be done to improve the drug abuse situation. The monograph explores the concept of the group rap with a stress on values clarification, and describes how to set up a group rap session using the values clarification approach. There are specific procedures for a number of relevant exercises. The booklet also contains a glossary of some basic drug terminology, a listing of further sources of drug information, and a short bibliography. The author closes with some additional personal comments, among them that alcohol abuse is another serious drug problem which cannot be ignored. (Author/BW)

ED103746

DRUGS, YOUTH, AND THE GROUP RAP

An Overview of the Drug Situation in Ou. Schools and Suggestions for Local Educators

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Prepared by

Tom Erney

CG 009 615

PREFACE

The primary purpose of my writing this booklet is to assist counselors in their individual and group counseling with drug-abusing youth. I also hope that the booklet will serve as a catalyst that stimulates other educators in our country to take a much more active role in the search for solutions to the current drug epidemic. Our moral and ethical responsibilities to our students cannot be measured or quantified into behavioral objectives. Hopefully, this will not cause us to overlook or minimize the importance of these responsibilities.

The content of this booklet is a synopsis of approximately eight years of my experiences with or in the drug culture. While I currently serve as a counselor for the Life Drug Program and also devote approximately seventy-five percent of my counseling time at Sandalwood Junior-Senior High to working with drug-using or abusing youth, I also have had the opportunity to spend many, many hours with drug users who were not my counselees - but my close friends. I attended two universities where drug use was commonplace and have spent one summer working very closely with a number of hard-core drug users. Thus, while many of my opinions and observations may be subject to question, at the time of this writing I feel that most of them are essentially valid.

I am not proclaiming to be a drug expert, for that would be misleading both to the reader of this booklet and to my counselees. I do feel, however, that I have an understanding of young people today - particularly in respect to their drug use.

I sincerely hope that you will be aroused by what you are about to read. If this booklet causes you to become angry or to question the validity of its contents, then I feel that it will have served a much needed function - that of

awakening counselors to the needs of thousands of young people who are looking to them for a caring touch and a helping hand.

Also, if this booklet promotes an understanding of the drug scene within our schools and stimulates an increase in group counseling, it will truly have served its purpose.

Table of Contents

Section		Page
	Preface	
I.	Some Thoughts Concerning Youth and Drugs	1
II.	The Secondary School Drug Scene in the United States - Observation and Opinions	2
III.	What Can Be Done to Help the Situation?	8
IV.	The Group Rap Stressing Values Clarification	12
V.	Setting Up a Group Rap	14
VI.	Values Clarification in Action	17
VII.	Dome Basic Drug Terminology	25
VIII	If You Want to Learn More . . .	27
IX.	Before Closing . . .	28
X.	Bibliography	29

Some Thoughts Concerning Youth and Drugs

". . . . The answer, my friend, is blowin' in the wind - the answer is blowin' in the wind."

Peter, Paul, and Mary

The current concern over drug use and abuse by contemporary youth is one that pleads for an answer that seemingly is "blowin' in the wind." Psychologists, law enforcement agencies, educators, and parents are but a few of the many groups that currently strive to rid our youth of a growing desire to experiment with and/or abuse the use of both legal and illegal drugs, yet those who are aware of the current scene know that drug abuse is increasing at an almost epidemic rate. Thus, many have begun to wonder if there are any answers at all. Drug education programs within our schools, drug treatment programs instituted by both the state and federal governments, and well-intentioned parents all have dramatically failed in preventing or rehabilitating drug abusers. Although the public demand is for "cookbook solutions" that will quickly and easily enrich and enlighten the youth of today - and also remove their appetite for drugs - the hunger that motivates our youth is not easily satisfied. This hunger is composed of a multiplicity of factors, and each drug-abusing youth possesses his own unique type of hunger. Thus, to relieve the inner motivations for drug abuse becomes a complex task that requires the cooperation of many groups of people.

We as counselors can begin to coordinate the efforts made by two of the most influential groups in any person's life - his parents and the educational system. If we truly care about the youth whom we counsel, we will not run for shelter from the frightening storm that is created by drug abuse. For within the storm blows a wind that possesses the answers that are so urgently needed.

Our task is to listen to the wind - and bring a calm to the storm!

The Secondary School Drug Scene - Observations and Opinions

"There's no real drug problem in our schools. Why I never see anyone who looks high . . . "

Many educators and parents

"All my friends get high. Hell, there's nothing better to do. School's boring, my parents are crazy, and anything else that turns me on costs a lot of money. Getting loaded is the only way to fly. Besides, it makes me feel good."

Many students

American kids love dope! Does that statement shock you? Well, I hope not, for it's as true as can be. Oh sure, it's quite a generalization, but then it's a lot closer to the truth than most of us would care to think. American kids - our students, counselees, and children - do love dope, and in the past we've only made the situation worse by our well-intentioned errors. Hopefully, we care enough to want to reverse this trend and are willing to commit a major portion of our time and effort to instituting this reversal - for any less of an effort will end only in failure - and possible tragedy.

Rather than write lengthy explanations concerning my observations and opinions of the local drug scene, I'll condense them into short statements that I hope you will read, analyze, and then consider the possible ramafications.

I'll divide the statements into three categories: general observations, junior high observations, and senior high observations.

General Observations and Opinions

A. Drug use and abuse is increasing at an almost epidemic rate within our schools.

B. Our schools are the primary location where drugs are bought and sold.

C. Our schools are a major cause of extensive drug use.

BEST COPY AVAILABLE

D. Our drug education programs have dramatically failed in their efforts to impede the growth of drug abuse. Also, they will continue to fail until people wake up to the realities of the current situation.

E. Teachers, counselors, and parents are almost totally ignorant of the subject of drugs.

F. It is impossible to shelter any student to the extent that he will never be exposed to drug use

G. Peer pressure is a primary cause of initial drug experimentation. It also serves to hinder attempts at individual rehabilitation, for peer rejection is a frightening phenomena to most young people. (And adults!)

H. Almost all of the mescaline and THC that is sold on the street is really PCP (an animal tranquilizer) or poorly cut LSD.

I. The vast majority of drug users and abusers in our schools are "normal" young people who are not candidates for a psychiatric hospital.

J. A growing number of very "straight looking" kids use drugs. Don't be fooled by the short hair or the long dress!

K. Drug use has no definite correlation with grades. Many drug users, especially in senior high, make very good grades.

L. The most popular drugs in our county are alcohol and marijuana. More marijuana is used while at school, but the two are often combined for week-end consumption.

M. The drug that we need to fear the most in our schools is methaqualones - better known as "qualudes" or "sopors". They are (1) physically addicting (2) very pleasurable to take (3) easy to overdose and (4) extremely dangerous when consumed with alcohol.

N. Three factors determine the effects that will result from the taking of any drug. These factors are: (1) The "mind set" or mood of the

taker at the time of ingestion (2) The physical setting (3) The pharmacology of the drug. All too often, people tend to minimize the importance of the individual's mind set and the physical setting. These factors may be much more important than the pharmacology of the drug in determining the behavior which results from drug consumption.

O. There's nothing worse than telling on a fellow drug user. Peer pressure will overrule logic in almost all cases, even when someone is having a bad trip and you need to know what drug he has taken (And how much).

P. Students buy drugs from <u>dealers</u> - not pushers. A dealer only sells to friends or "friends of friends" in order to cut down on the chances of getting busted.

Q. Don't use the argument that <u>marijuana</u> use will lead the student down the rocky road to heroin addiction. Research simply won't back you up on your claim.

R. Don't try to bluff your way through a rap about drugs. If you don't know a term being used or aren't familiar with a certain drug, <u>admit it</u> and ask for an explanation. You can lose your credibility by expounding on a topic of which your counselees probably have more knowledge than you.

S. The physical damage resulting from drug abuse is <u>not</u> what we need to stress. In fact, much more physical damage is done by smoking cigarettes or drinking alcohol than is done by using many of the "harder" drugs.

T. The use of LSD (ACID) probably does not result in extensive chromosome damage. The horror stories of the late 1960's concerning deformed babies were shockers - with no proven validity.

U. Some drug experimentation is a natural outgrowth of the maturing process. Try to keep from labeling the experimenter as an "addict" who has a drug problem. When parents, teachers, or counselors over-react when learning of a student's drug experiences, they destroy lines of communication that are desperately needed. Remember, you're a counselor - not a policeman or judge.

V. The vast majority of drug trips are "good" trips in that the user experiences pleasurable sensations. Drugs are an enjoyable experience for most young people. The "bad trip" is, in reality, a rarity.

W. I have found it useful to use the following four classifications when speaking of people who use drugs: experimenter, user, abuser, and addict. Try not to mis-label a counselee.

X. PLEASE READ, THEN RE-READ

It's time we stopped treating drugs as the "problem" for their abuse is only a symptom of underlying "people problems". Our attempts to cure the drug problem will continue to be futile as long as there are people in our society who feel powerless and alienated from their own being.

Our current school policies and general approach to the topic of drugs only compound the problem and foster increased use!

JUNIOR HIGH

A. The immediate dangers resulting from the "so-called drug problem" probably are greater at the junior high level than the senior high level. This is because young people from ages 11 to 15 will try anything to get high. We call them "garbageheads," for they'll take any pill or tablet you put in their hands, and usually they

do not really know what they're taking.

B. You'll run into more students who have "bad trips" at this level in school.

C. Overt peer pressure is probably most evident at this age level.

D. Multiple drug use is very common. The student as yet has not decided on the one drug that he most enjoys.

E. With students who are frequent drug users, I have found a need to also do some birth control counseling. I do not feel there exists a causal relationship between drug use and sexual experimentation, but the two often appear at approximately the same time.

F. Some students will try to impress you with the extent of their drug use. Try to keep from expressing surprise, amazement, or dismay during the initial counseling sessions or often you'll end up hearing inflated accounts from week to week.

G. This is the age when many, many young people will make significant decisions concerning their future drug use. We need to concentrate most of our efforts here. I'm not talking about drug education per se, for that should be primarily at the elementary level. We need to focus on the student's developing self-concept, values system, and process of decision making.

SENIOR HIGH

A. A differentiation must be made between the student who was introduced to drugs at the junior high level and became a regular user, and the student who is just beginning his experimentation process. You need to use different approaches with the two.

B. Many "experienced" students will have gone through the "garbagehead" stage. By this, I refer to the student who now knows what drug or

drugs he likes and thus tends to turn on only with these drugs. He will often talk about "those crazy junior high kids who'll take anything. They're really going to mess up their heads."

C. Marijuana is usually the drug used most frequently by those students who have used drugs for over a year or so. They say they just want a "good high", and will only use other drugs rather infrequently.

D. Many students have learned what drugs they can and cannot handle while at school. So, you won't see as many "bad trips" or people unable to function at the senior high level.

E. Remember that most students can get high and still attend all of their classes.

F. There's not as much overt peer pressure to use drugs, but the covert pressure still is very much a reality.

G. The mixing of illegal drugs and alcohol becomes much more common. This can be fatal, especially when the other drug is a barbiturate or quaalude.

WHAT CAN BE DONE TO HELP THE SITUATION

As stated earlier, I do not proclaim to be a "drug expert". The following statements are suggestions that I feel would be of some significance in helping us to more effectively deal with the current drug scene. I hope that you will consider these suggestions and discuss them with others in the community. Hopefully, some viable answers may result.

I. The entire community needs to be educated in relation to the realities of drugs and their use.

There have been so many totally untrue "facts" put forth for public consumption by both the federal government and the school system that the gap that exists between the users and the "straights" has been widened immeasurably. In order to rectify this situation, parents, teachers, and others need to take the time to become educated about drugs and their effects. To remain ignorant while drug use spreads is, to me, a grave mistake and a sign that we don't really care about the young people who use drugs.

II. We must accept the fact that many young people are going to experiment with drugs.

To bemoan a reality of life and dwell continually on how "bad" it is does nothing to change that reality and, in the area of drugs, can serve only as a barrier that impedes our taking effective steps to prevent further

drug use. By overreacting and applying undue pressure to the exposed drug experimenter, we often further alienate the young person and destroy any existing lines of communication.

III. One of the most common approaches to drug education is to have physical education or health teachers set aside one unit in their curriculum for dealing with the subject of drugs. To date, the results on this approach show it to be vitually useless.

School systems tend to deal with the drug scene the same way they deal with the Civil War or baking a cake. Intellectualizing and factualizing what is essentually an "affective" topic has resulted in the frustrated cry of "Why do they continue to use drugs when they know it can hurt or kill them"?

When we begin to realize that decisions concerning whether or not to use drugs are based upon primarily non-intellectual factors, then and only then will we begin to have some success with school drug education programs. Attitudes, feelings, and values serve as the basis for the vast majority of drug-use decisions. It's time we began to devote a major portion of our educational time and effort to these areas rather than on the stressing of so-called facts.

For example: a growing number of school systems utilize a comprehensive, year-long program stressing values, valuing processes (decision-making), value orientations, and their possible effects on human behavior. This approach is also recommended for parents and teachers as well as students in order to increase mutual understanding and the ability to cope with the problems of everyday life.

IV. We need to involve the students!

Programs that have made use of students have tended to be more successful. Since their peers, and not parents or teachers, are the primary source of drug knowledge for most young people, it only makes sense to involve students in all phases of planning a drug education program. One of the main problems of most drug education programs is that they are written and implemented by people who know very little, if anything, about the real world of drugs. Thus, many drug users find our movies, lectures, and hand-outs funny - and untrue. We can change this by not excluding young people from the decision-making process.

Peer counseling, I feel, is one approach that should be initiated in all of our schools. By training certain young people to serve as group facilitators and rap leaders, we could add a tremendous amount of credibility to our drug education program. Also, peer pressure can then be utilized to prevent drug abuse rather than foster continued use.

V. Schools must provide a means by which students who are caught using drugs or who desire help may be helped - and not punished.

The paranoia that exists among drug users often prevents them from seeking any assistance even when desired. The possibility of being suspended or expelled from school combined with the punishment that often results at home - not to mention the courts - does not cut down on drug use to any significant extent. It only serves to further hinder our being able to offer assistance and alternatives to drug users. Solutions are possible if we really desire them.

VI. Educators must re-discover the difference between the processes education and indoctrination; self-actualization and alienation.

The educational system is one of three institutions in our society to which people can be compelled to attend. The other two institutions are prisons and mental institutions. All too often, I believe that those being compelled to attend share many similar feelings toward the institution that is currently affecting them. (The rules in all three are strikingly similar also!)

We need to re-assess the ranking of such current top-priority items as discipline, conformity, neatness, and unconditional acceptance. While they may be pragmatic necessities for prisons and mental institutions, I seriously question the importance placed upon them by the school system. The price we pay for our current priorities may be the humanness of our young people.

There are many other important suggestions that pertain to our society in general, but I have attempted only to deal with the role of the school in relation to drug use. Since schools are a major cause of drug use, if we can "clean up our own backyard" then we can begin to concentrate our efforts in other areas.

THE GROUP RAP STRESSING VALUES CLARIFICATION

"It is values, ultimately, which give a man the stars by which he steers his life; yet the schools are doing almost nothing to help young people make any sense out of the clamoring and bewildering appeals running rampant in these baffling times. The old "shalt nots" simply refuse to maintain relevance in the 1970's."

Dr. Sidney Simon
Professor of Education
University of Massachussets

"The mass of men lead lives of quiet desperation."

Thoreau

Very few of us who have dedicated our lives to improving the human condition - both individually and collectively - would take issue with the above two statements. Daily, we are confronted with the challenge of serving as catalysts in the self-actualizing process when the counselees involved are confused and frustrated due to their lacking a definite set of values. Thus evolve the lives of quiet desperation of which Thoreau wrote, for how can any life have meaning and be fulfilling when there exists no clarified system of values which serve both as a guiding light and a measuring stick?

"Everything we do, every decision we make and course of action we take is based on our consciously or unconsciously held beliefs, attitudes, and values."[1]

1. Values Clarification; Simon, Sidney B.; Howe, LeLand W.; and Kirscheabaum, Howard. Hart Publishing Company. New York. 1972.

Yet the vast majority of the young people with whom we counsel are so confused and torn between the many conflicting values which, under certain conditions, are purported to be "desirable" values, that they often are influenced by other factors in their process of decision-making. Ideally, our counselees would make decisions based upon the values they feel to be valid for <u>their lives</u>, values given importance only after intense personal analysis.

We as counselors have done very little in the past to assist our young people in this search for a personal values system. Hopefully the "group rap" technique described on the following pages will help us all to fulfill our moral and professional obligations to our counselees.

SETTING UP A GROUP RAP

Prior to outlining a basic format for initiating and leading group rap sessions, I feel that the following points should be made clear:

I. The guidelines that follow are very general, thus allowing the individual counselor to adapt the basic technique to his own particular "style".

II. No in-depth analysis of group dynamics is being provided. The counselor who desires more information concerning basic group dynamics should obtain literature related to means of promoting self-disclosure, reflective listening, feedback, etcetera.

III. In group rap sessions with drug-using students, the focus of the sessions will rather quickly move away from drugs per se and will tend to expound in the direction of "people problems" in general.

IV. The statements that follow are a result of my own experiences in leading groups both within and outside the school setting. While I have found the following guidelines to be extremely helpful, your own experiences in group rap will be your best source in the development of your own guidelines.

V. It is important that the young people in the group feel comfortable with and trust each other. In general, you will have more success and a smoother beginning if you allow the students to determine who will be in the group.

I would suggest that your group size be between five and ten students.

SOME GENERAL GUIDELINES

I. The counselor must establish himself as a person who truly cares about how the students feel and what attitudes they possess. This can easily be achieved if only the counselor will reflect and/or clarify feelings expressed and be empathetic at all times. If you "turn the group off" by dominating the group or acting as a judgmental referee, then the desired atmosphere will never evolve.

II. Permit the students to have a pretty free rein the first couple of sessions. Once they realize that they can be free to express ideas and feelings without being reprimanded, true introspection and personal growth can more easily be achieved. Also, you can then feel more free in expressing your feelings and values.

III. The word why is a threatening, authoritative word that often denotes condemnation and asks a person to psychoanalyze his own behavior. A more productive means of asking questions would utilize such terms as what, where, what happened, etcetera.

IV. Always deal with the feelings being expressed (either verbally or physically) by a student prior to moving ahead with the group. If there are "negative vibrations" present, deal with them! Very little progress will result if individual feelings are not recognized and dealt with at the time they arise.

V. Always make the discussions personal. In order to be effective, you must relate each discussion to the lives of the group participants. When the group truly feels involved amazing things happen. You'll never have to worry about having a "bad" group if the students are "turned on" and can personally relate the discussion to their own life space.

VI. Be yourself! No one will pick up on your being phony quicker than young people. I strongly feel that the counselor should be an active participant in the group as long as he does not exert his authority to force his opinions and/or values on the others. You will be surprised at how much more serious consideration will be given to your feelings, attitudes, and values when they are presented within the context of a group rap where you are an active participant - and not a supervisor or authority figure.

VII. Relax! I've found that many counselors shy away from group raps because they feel anxious and insecure about the "correct way" of leading a group rap. If you do a little planning prior to each session, you'll find that the group will "lead itself" in most cases. (Even junior high!) There's no magic formula, so the best way to learn is by doing.

VIII. Determine at the first or second session what rules will be in effect during your groups. I personally stress (1) no physical violence (2) no gossip (3) no drugs (don't come to the group "high") (4) show respect for the ideas of others by listening carefully whenever someone is talking.

You may have to structure some groups more than others, depending upon the participants. As long as you show respect for the members of the group and emphasize that each rule is intended to promote the development of a better, more enjoyable group session, you'll get very little negative reactions to the rules you and the group feel are necessary. (A rap session just on this topic can prove very beneficial.)

IX. Always respect a person's desire for privacy. If a participant does not wish to respond to a particular question or idea being discussed, respect his wishes.

VALUES CLARIFICATION IN ACTION

The following examples are but a few of the many group rap exercises that I have used with drug-using youth.

The first three group experiences were developed by Dr. Robert Myrick of the University of Florida while the remaining experiences are the product of Dr. Sidney Simon of the University of Massachusetts. Many others are contained in Dr. Simon's book Values Clarification - A Handbook of Proven Strategies.

BEGINNING A GROUP . . .

I would strongly advise beginning your groups by choosing a topic that requires little self-disclosure. Non-threatening topics help the group "feel each other out" and lessens the anxiety related to this new adventure. Also, remember that the impressions that you make during this session may "make or break" future groups. (Non-threatening topics are easier on you too!)

I usually open with the following: "For the next few weeks, we're going to be a part of an exciting experience called the group rap. In this rap, we want to learn as much as we can about ourselves and each other. People in our society rarely take the time to truly listen when we speak, but in here we'll all listen and we'll all get a chance to be heard and understood . . ."

You can add (or delete) whatever you wish.

GETTING TO KNOW YOU . . .

Procedure

Have the students pair-off with someone whomthey would like to know more

about. Have each pair find a place in the room where the two of them can talk without being disturbed. One student goes first and lets his partner interview him for two minutes. (You can vary the time period.)

Signal when two minutes have passed, then have the other person ask questions for the same period of time. After each student has learned about the other, regroup and have them introduce their partner to the group telling one or two interesting things that they have learned about their partner.

Below are some sample questions you may wish to suggest.

1. What are your favorite T. V. shows?
2. Which sports do you enjoy?
3. Who are the three persons that you most admire? What is it about them that you admire?
4. How do you feel about President Nixon?
5. What is your worst characteristic?

I usually follow up this "ice-breaker" with a rap on one of the following topics:

School

I. How do you feel about our school? What changes would you recommend to improve our school? Do you believe in compulsory education?

Parents

II. What makes a good parent? Do you know of any parents who you feel are doing a good job of rearing their kids? What's their secret? What are you going to do differently if and when you become a parent?

III. Do you feel that the young people of today are more courageous, involved in society, and concerned with life than previous generations? Why or why not?

Closure

I usually ask someone to volunteer to give a short summary of the main points

discussed during the group. I also use this time to emphasize any aspects of the discussion that I feel are especially worthy of further thought outside the group.

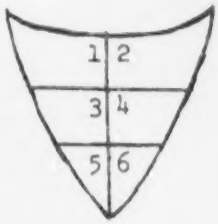
You should give all the participants an opportunity to point out what aspects of the discussion were especially meaningful to them. This gives you a great deal of feedback as to the degree of involvement of each counselee in the topic chosen.

Personal Coat-Of-Arms

This technique is one of the most flexible of all group experiences. By taking some time to prepare relevant questions, the counselor can insure a lively session that will produce both introspection and self-disclosure.

Procedure

Have the students draw a personal Coat-of-Arms. (I usually do a little rap on the history of the coat-of-arms as I draw my own as a model.)



Then explain that you'll read 6 (You can use only 4 if you wish.) sentences that request a symbol to be drawn representing their own personal response to each of the 6 questions.

Hints - Don't let them get uptight about the quality of their drawings. Also tell them that the symbols only have to make sense to them.

SAMPLE QUESTIONS (or statements):

Draw a symbol of:

1. a time in your life when you stood up for something you truly believed in - even if you got "put down" for it.
2. what would you do if you had one year to live and were guaranteed success in whatever you attempted?
3. how you feel about smoking marijuana (pot, reefer, grass)?
4. something that you have received during your life that has meant a great deal to you.
5. 2 ways that you show others that you care for them.
6. the happiest day in your life.
7. the saddest day in your life.
8. one characteristic that you have that you would like to change.
9. one way you react to others when they make you angry.
10. one time when you had a chance to help someone else but didn't.
11. one event in your life that you wish never would have happened.
12. Write down two or three statements by which you would like to be remembered. (On your tombstone . . .)

Then divide the group in smaller groups of 2 - 4 and have them share any portion of their coat-of-arms with the other person(s), explaining the significance of their response. (I usually follow each person with a 30-second meditation period on what was said. This depends upon the "seriousness" of the group.)

Closure

Pull back into one large group and ask about the feelings that are present in each member of the group.

Drug Rap

This group exercise stimulates the participants to look at both sides of the drug issue and also can prove quite informative as to their lack of any real knowledge about drugs.

Procedure

You can have one student who feels he is knowledgeable about drugs to leave the room while the others make up a list of questions they have about drugs in general.

Have the "expert" answer the questions.

or

Have one member of the group (or you!) assume the role of a father (or mother) who is concerned about his/her son who is a frequent drug user. The father wants to help his son but doesn't know what he should do.

Have several members of the group volunteer to help the father. Let them respond to the father's questions for 10 to 15 minutes. Then, let the entire group rap about the situation.

Hint

You may want to make up a list of questions for the father.

RANK ORDER

"This strategy gives students practice in choosing from among alternatives and in publicly affirming and explaining or defending their choices. It demonstrates simply and clearly that many issues require more thoughtful consideration than we tend to give them."[2]

Procedure

Explain that every decision we make is based upon a rank ordering of all the possible alternatives of which we are aware.

Then instruct them that they are to rank order the following alternatives and be able to explain their own personal feelings concerning their choices.

Emplasize that they are to name their choices outloud, not merely say "the same", even if their ordering is exactly like that of a previous participant.

After all participants have expressed their ranking and given their reasons, open up the group and rap about the conflicting values that have become evident.

Suggestion

Don't let them "gang up" on one person whose values may vary from the group.

2. Values Clarification; Simon, Sidney B.; Howe, LeLand W.; and Kirscheabaum, Howard. Hart Publishing Company. New York. 1972. P. 58

Below are some examples of possible rank order questions:

1. If you were a parent, which of the following three areas would concern you the most if your child were involved?

   _____ drug abuse

   _____ premarital sex

   _____ shoplifting

2. If you were President, which would you give the highest priority?

   _____ space program

   _____ poverty program

   _____ defense program

3. Which do you think is most harmful?

   _____ cigarettes

   _____ marijuana

   _____ alcohol

4. If your parents were in constant conflict, which would you rather have them do?

   _____ get divorced, and your father leave home

   _____ stay together and hide their feelings for the sake of the children

   _____ get divorced, and you live with your father

5. Which would you most like to see?

   _____ integration of races

   _____ separate nations for different races

   _____ separate areas within existing communities for each race and/or nationality.

Letters to the Editor

This exercise can prove extremely effective in promoting social consciousness as well as giving the students a chance to "take action" related to their own values system.

Procedure

Have each student pick a topic of local or national interest that truly concerns him. Then have them write a letter expressing their opinions related to the chosen topic.

The letters can then be read outloud, passed around and discussed, or mailed to the local paper.

Value Survey

This exercise is intended to promote a student's introspection into his own values system and to help him identify his priorities.

Procedure

The counselor passes out a paper containing ten values. The counselee is to rank order these values according to which ones he feels are most important in his life.

The following is a list of values that I use with my groups. You may wish to alter this list according to the make-up of your group.

_____ Love	_____ Acceptance by Peers	_____ Wealth
_____ Personal Freedom	_____ Honesty	_____ Health
_____ Intelligence	_____ Happiness	_____ Loyalty
		_____ Respect

SOME BASIC DRUG TERMINOLOGY

It is extremely difficult to write about drug terminology due to its unpredictable nature. No list can ever pretend to be "up-to-date". Thus, the following terms are subject to revision at any time.

I advise you to practice being a good listener in the halls, outside the building, at extracurricular activities, etcetera. It's amazing what you can learn by getting out of your office for awhile.

Acid	LSD
Bag	About one ounce of marijuana or a "Lid".
Bennies	Benzedrine in tablet form
Bummer	Bad Experience
Coke	Cocaine
Cop To	Admit
Crystal	Methamphetamine in powdered form, "Speed"
Dime	$10.00
Downer	Depressant
Fix	Intravenous injection
Freak	1. Become afraid 2. A crazy person 3. A person whose style or hair and dress is rather wild
Grass	Marijuana
Hash	Hashish, strongest form of cannabis
High	The state of mind resulting from taking a drug
Hit	A dose of any drug
Joint	Marijuana cigarette, prison
Junkie	A heroin user

Key	A Kilogram of marijuana (2.2 lbs.)
Lid	About one ounce of marijuana. Usually sold by the "Lid", - $20.00 - $30.00
Loaded	To be high on drugs
Narks	Narcotics agents
To Nark	To tell on someone
Orange Sunshine	One form of LSD
Pot	Marijuana
Red Devils (Reds)	Seconal
Roach	The butt of a marijuana cigarette
Roach clip	An instrument used to hold the marijuana cigarette when it's almost gone.
Rush	The euphoric feeling when a drug is first injected
Smack	Heroin
Score	To obtain drugs
Shoot up	To make an intravenous injection
Simple Simon	Psylocibin
Speed	Methamphetamine
Stoned	Under the influence of a drug
Strung Out	Becoming unable to function as a result of drug use; addicted
To Cop	Obtain drugs
Turned On	Getting high
Uppers	Stimulants

Many of the above definitions were taken from The New Connection by John Frykman.

IF YOU WANT TO LEARN MORE . . .

I've compiled a short list of some of the sources of information about drugs. Pick and choose according to your needs . . .

I. DO IT NOW FOUNDATION
P. O. Box 5115
Phoenix, Arizona 85010

I Highly recommend the above source. They'll send you a fantastic sampling of their materials for free too.

II. DRUG ABUSE COUNCIL
Washington, D. C.

III. NATIONAL INSTITUTE OF MENTAL HEALTH
Chevy Chase, Maryland 20015

IV. GRASSROOTS
638 Pleasant Street
Beloit, Wisconsin

V. FACTS ABOUT COMMONLY USED DRUGS by
David Jenkins and Robert Brody.

Cost $1.25 from DO IT NOW FOUNDATION.

VI. DRUG ABUSE - A Realistic Primer for Parents

35 cents each., 10 for $2.50
DO IT NOW FOUNDATION

Some Recommended Books . . .

1. Dealing With Drug Abuse - A Report to the Ford Foundation. Praeger Publishers, New York, N. Y. U. S. A. 1972.

2. VALUES CLARIFICATION - A Handbook of Practical Strategies for Teachers and Students. By Sidney Simon, LeLand Howe, and Howard Kirscheabaum. Hart Publishing Company, Inc. New York. 1972.

3. Pleasure Seekers. The Drug Crisis, Youth and Society by Joel Fort. Indianapolis: Bobbs-Merrill, 1969.

4. The Teachings of Don Juan: A Yaqui Way of Knowledge by Carlos Castaneda. Ballantine Books, 36 West 20th Street, New York.

BEFORE CLOSING

"When through one man a little more love and goodness, a little more light and truth comes into the world, then that man's life has had meaning."

Alfred Delp

I sincerely hope that this booklet has provided you with some needed information and has caused you to analyze your own position in relation to drug use and what should be done.

I have greatly enjoyed putting in written form my feelings about two topics of which I feel so strongly - counseling and drugs. It has caused me to re-evaluate my thinking and again helped me to see that I have so very much more to learn.

This booklet has not specifically dealt with the most harmful of all drugs in our society - alcohol. However, I do feel that much of what is stated on these pages does relate also to alcohol abuse. With the passage of the bill allowing eighteen-year-olds to legally consume alcoholic beverages, I feel that our responsibility in this area has been multiplied. Alcohol is a destructive, addicting drug that indirectly or directly takes thousands of lives each year. No other drug in our society even begins to approach its devastating effects, yet our society has chosen to overlook this situation while spending millions of dollars attempting to combat the spread of "illegal" drugs. How do you feel about hypocracy . . . ?

PEACE

BIBLIOGRAPHY

I. Howe, LeLand W., Kirscheabaum, Howard, and Simon, Sidney B. VALUES CLARIFICATION: A Handbook of Practical Strategies for Teachers and Students, Hart Publishing Company, Inc. New York. 1972.

II. Dealing With Drug Abuse - A Report to the Ford Foundation. Praeger Publishers. New York. 1972

III. Frykman, John H. A New Connection. A/J Press, San Francisco, California. 1970